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CIRCULAR OF INFORMATION

STATE NORMAL

AND

TRAINING SCHOOL

CORTLAND, N. Y.

1934--1935

University of the State of New York

President of the University and Commissioner of Education

FRANK P. GRAVES, Ph.D., Litt.D., L.H.D., LL.D.

Deputy Commissioner and Counsel

ERNEST E. COLE, LL.B., Pd.D., LL.D.

Assistant Commissioners

HARLAN H. HORNER, M.A., Pd.D.

Higher Education

GEORGE M. WILEY, M.A., Pd.D., LL.D., L.H.D.

Secondary Education

J. CAYCE MORRISON, M.A., Ph.D.

Elementary Education

LEWIS A. WILSON, D.Sc.

Vocational and Extension Education

ALFRED D. SIMPSON, M.A., Ph.D.

Finance

HERMAN COOPER, M.A., Ph.D.

Teacher Education and Certification

LOCAL BOARD OF VISITORS

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MRS. OLIVE E. DUNN, *Secretary*

DR. R. PAUL HIGGINS

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MRS. OLIVE E. DUNN

DR. CHARLES DUNNE

WILLIAM A. BOYD

EDWARD A. KILEY

C. MOSSMAN McLEAN

NORMAL SCHOOL CALENDAR

1934

Monday, September 10, Registration begins
 Wednesday, September 12, Classes convene
 Wednesday, November 28 (noon), Thanksgiving vacation begins
 Monday, December 3, Classes resume work
 Friday, December 21 (noon), Christmas vacation begins

1935

Monday, January 7, Classes resume work
 Friday, January 25, First semester ends
 Monday, January 28, Second semester registration
 Tuesday, January 29, Classes convene
 Wednesday, April 17 (noon), Easter vacation begins
 Monday, April 29, Classes resume work
 Friday, June 7, Second semester ends
 Sunday, June 9, Commencement program begins

FACULTY

- H. DEWITT DEGROAT, A.M., Ph.D., *Principal*, Williams College,
 State College for Teachers
- ✓ MARY WASHINGTON BALL, B.S., A.M., Savage School for Physical
 Education, Chalif School for Dancing, New York University
Assistant in Physical Education
- ✓ LUCILLE BARBER, B.S., M.S., State College for Teachers, Syracuse
 University
Assistant in Handwriting
- F. ESTELLE BOGARDUS, B.L. in Ped., A.M., Central City Business
 School, Syracuse University
Secretary to the Principal
- ADELBERT K. BOTTS, A.M., Ph.D., Valley City State Teachers College,
 Clark University
Assistant in Geography
- ✓ ROSS E. BOWERS, A.B., A.M., Pennsylvania College, Cornell University
Head of Department of Science, Supervisor of Elementary Science
- LYNN E. BROWN, B.S., Ph.D., Cortland Normal School, New York
 University, Syracuse University, Cornell University
Director of Training
- ANNIE BURNS, Albany Business College
Stenographer *Worcester. 7.4 R.9.*
- JANET CAMPBELL, B.S., Central School of Physical Education, New
 York University
Corrective Gymnastics
- MINNIE PEAL CARR, A.B., Pd.M., A.M., Colorado State Teachers
 College, Denver University, University of Wisconsin
Assistant in History
- CARL A. DAVIS, B.S., B.P.E., A.M., Springfield Missouri State Teachers
 College, Springfield College
Assistant in Physical Education

- ✓ LEAH A. DAY, B.S., A.M., Cortland Normal School, Teachers College
(Columbia), Cornell University
Head of Kindergarten Department
- ✓ RUTH DOWD, B.S., Cortland Normal School, Teachers College
(Columbia), Syracuse University
Assistant in Music
- OLIVE C. FISH, A.B., A.M., Ph.D., Western Reserve University, University
of Wisconsin *Union Memorial Hospital
Baltimore*
Principal of Owego School
- ✓ BARBARA FRETZ, A.B., A.M., Cornell University, Teachers College
(Columbia), University of Berlin
Assistant in Education 330 Ferry St.
- ✓ DOROTHY E. GRAVES, A.B., A.M., Smith College, University of
Washington, Teachers College (Columbia), New York University
Assistant in Physical Education
- MARGARET T. HALLIGAN, A.B., A.M., Mount Holyoke College, Teachers
College (Columbia)
Sixth Grade Demonstration Teacher
- ✓ MARY E. HARDING, B.F.A., Cortland Normal School, Pratt Institute,
Syracuse University *Chenango Bridge*
Assistant in Art
- MARY HARRINGTON, Syracuse University
Keeper of Book Store
- INA M. HAYES, B.S., Plattsburg Normal School, Syracuse University,
Teachers College (Columbia)
Primary Arithmetic Methods and Model Teacher of Arithmetic
- WILLIAM M. HILLEGAS, B.S. A.M., Columbia University
Assistant in Science
- ✓ FLORENCE L. HOAG, B.S., A.M., Fredonia Normal School, Cortland
Normal School, Teachers College (Columbia), University of Chicago,
University of California
Assistant in Education
- ✓ EVA G. A. HUBBARD, B.S., A.M., Hyannis Normal School, Massachusetts
State College, Yale University, Teachers College (Columbia)
Intermediate Reading
- ✓ MELVA LATTIMORE, B.S., Cornell University *Westwood, N.Y.*
Director of Cafeteria
- JOSEPHINE LIENHART, B.S., Cortland Normal School, Teachers College
(Columbia)
Third Grade Demonstration Teacher
- FRANCES MAXON, Syracuse University
Accompanist
- STANLEY A. MAXSON, Central City Business School
Stenographer-Clerk
- WAVA McGRATH, B.S., Cortland Normal School, Teachers College
(Columbia), Syracuse University
First Grade Demonstration Teacher
- CLIFTON McWILLIAMS, A.B., A.M., Princeton University, Teachers
College (Columbia)
Associate Head of Department, Education

- ✓ FANNIE R. METCALF, B.Ed., A.M., Illinois State Normal University,
Teachers College (Columbia)
Assistant in Health and Physical Education
- ✓ PAULINE A. MEYER, A.B., Lowell Normal School, Carnegie Institute
of Technology
Head of Music Department
- FRANCIS J. MOENCH, B.P.E., A.M., Cortland Normal School, Springfield
College, New York University
Physical Education for Men, Director of Athletics
- KATHERINE E. MORAN, Oswego Normal School, Teachers College
(Columbia), University of Pennsylvania
Geography Methods, Supervisor and Model Teacher of Geography
- ✓ LILLIA M. OLCOTT, B.S., A.M., Syracuse University, New York
University
Head of Art Department
- BESSIE L. PARK, A.B., A.M., Cortland Normal School, New Haven
School of Gymnastics, Clark University, Chautauqua School of
Physical Education, Harvard University, University of Texas
Head of Department of Physical Education for Women
- MAXWELL G. PARK, Ph.B., A.M., Ph.D., Warrensburg State Normal
School, Teachers College (Columbia); University of Wisconsin,
University of Missouri, University of Chicago
Head of Department of Education
- ✓ CAROL PETERS, B.S., University of Nebraska, Teachers College (Columbia)
Assistant in Kindergarten
- ✓ ALICE A. PIERCE, B.S., A.M., Cortland Normal School, Keuka College,
Syracuse University, Cornell University
Rural Education, Supervisor of Handwriting
- ✓ ESTHER PORTER, B.S., A.M., Teachers College (Columbia)
Assistant in Physical Education
- MARTHA E. ROBBINS, A.B., A.M., Wellesley College, Teachers College
(Columbia), Boston University, Cambridge University (England)
Assistant in English
- CHRISTABEL ROBINSON, B.S., Oneonta Normal School, Teachers
College (Columbia), New York University, Syracuse University
Assistant in English
- ✓ MARGUERITE ROBINSON, A.B., B.L.S., Colby University, Simmons
College
Librarian and Teacher of Library Usage
- HARRIET B. RODGERS, A.B., A.M., Hamline University, University of
Michigan, University of Iowa, Columbia University
Assistant in Physical Education
- MARION RYAN, B.S., A.M., Lowell Normal School, Teachers College
(Columbia)
Second Grade Demonstration Teacher
- ✓ NEWELL W. SAWYER, A.M., Ph.D., Dickinson College, University of
Pennsylvania
Head of English Department
- DOROTHY SHENK, B.A., M.Ed., Westchester, (Pa.) Normal School,
Pennsylvania State College, Teachers College (Columbia)
Third Grade Demonstration Teacher

ELIZABETH B. SMITH, B.S., A.M., Kansas State Teachers College,
Teachers College (Columbia)
Kindergarten Demonstration Teacher

LINDA C. SMITH, B.S., in S.S., A.M., Worcester State Normal School,
Iowa State University
Fourth Grade Demonstration Teacher

✓ MARY NOBLE SMITH, B.S., A.M., Abington Normal, Teachers College
(Columbia)
Oral English

JENNIE SOFEJKO, B.S., A.M., Bridgeport Normal School, Teachers
College (Columbia), New York University
Fifth Grade Demonstration Teacher

IDA G. STARK, A.B., A.M., Michigan State Normal College, Teachers
College (Columbia)
Primary Reading

CHARLES F. STUBE, A.B., B.D., Ph.D., Hamilton College, Rutgers
University, New York University, Harvard University
Head of History Department

BEN SUELTZ, A.B., A.M., Ph.D., South Dakota State Teachers College,
Teachers College (Columbia), Cornell University
Associate Head of Department, Junior High School Mathematics

✓ JOHN H. THORP, B.S., A.M., Stout Institute, University of Wisconsin,
Cornell University
Floor Supervisor for Grammar Grades

GWENDOLEN TOWNSEND, B.S., University of Nebraska, Boston
University
First Grade Demonstration Teacher

✓ ESTHER E. TRUMBULL, B.S., State Teachers College, Pratt Institute,
Teachers College (Columbia) *16 Monroe Heights*
Assistant in Handwork and Drawing

✓ MARION E. TWOMEY, B.S., Lowell Teachers College
Assistant in Music *Burlington Ave. Wilmington, Mass.*

ELLA M. VAN HOESSEN, Cortland Normal School, Cornell University,
Syracuse University, Teachers College (Columbia), University of Chicago
*Floor Supervisor of Primary Grades, Supervisor and Model Teacher
of Primary Language*

✓ CLARA BLANCHE VOORUS, B.S., Slippery Rock Normal School,
Teachers College (Columbia)
Assistant in English

ELLEN WOOD WARTH, B.S., A.M., Simmons College, Teachers College
(Columbia)
Assistant in Science and History

MARION A. WILSON, B.S., Syracuse University
Assistant in Training School

ESTHER WILTSIE, A.B., B.L.S., Vassar College, Simmons College
Assistant Librarian

WINIFRED E. WOOD, Auburn Business School, Cortland Normal School
Stenographer *15 Gaston Ave.*

JAMES SAVAGE, Engineer
THOMAS KELLY, Janitor



Library

DESIGN OF THE CORTLAND NORMAL SCHOOL

The special function of the general courses of this normal school is to prepare teachers for the elementary schools of the state.

Requirements for Admission to General Course

Students desiring to be admitted to these courses must be graduates from a four-year academic course.

The applicant must present either a regents academic diploma or evidence of graduation from a four-year high-school course approved by the Commissioner of Education.

In addition to the completion of such course, the applicant must satisfy the following conditions:

1. The applicant must be at least 16 years of age.
2. The applicant must receive a formal appointment signed by the district superintendent of the district or the superintendent of the city or village in which he resides. The application must be approved by the Commissioner of Education.

The applicant must have completed an approved four year high school course, including at least four years of English, two years of science, two years of mathematics, one year of history, two years of a foreign language and enough electives to make a complete four year course.

All students who enter the general course in September, 1934, will be required to take a series of tests. This regulation applies to both high school graduates and to students who transfer with advanced standing from other normal schools and colleges. (See requirements for admission to physical education).

The normal school entrance tests will be given probably in May in about thirty-five testing centers throughout the State. The tests will be given between the hours of 9:00 and 3:30, with approximately two hours of intermission at noon. A student who has applied for admission to the normal school may take the entrance tests at one of the testing centers near his home. Students are not expected to make any preparation for the entrance tests, and no information will be revealed about the fields in which the tests are to be given.

Students desiring to enter in September should write to the Principal of the Normal School for application blanks, and for regulations governing the requirements for admission and for the places where the entrance tests will be given.

Requirements for Admission to Physical Education

The requirements for admission to the physical education course are exactly the same as to the general courses except that a regents academic diploma at a minimum average of 75% must have been earned or a school diploma at a minimum average of 80%. Preference for admission to the course in physical education is given to candidates who offer physics, chemistry and biology.

A four-year course in physical education is offered leading to a diploma which entitles the holder to teach and supervise physical education in both elementary and secondary schools of the state.

The number of entrants to the course in physical education will be limited to 30 men and 30 women.

Those seeking admission to the course in physical education should make preliminary application soon after the beginning of the second semester of their fourth year in high school. All papers including the principal's questionnaire, the certificate of medical examination and the high school record, to receive consideration, must be on file not later than June 28.

Appointment to the course in physical education is also competitive. The first week in July a committee of the faculty will meet applicants for admission in Buffalo, Utica, New York City and Cortland. A group intelligence test will be given and each applicant will be interviewed personally. Past experience has shown that at least two competitors for each appointment may be expected to report for the interview.

A few appointments from the waiting list are made each year as vacancies occur.

No students residing outside the state will be admitted to the course in Physical education.

Method of Appointment

The applicant should write to the normal school or to the Education Department for an appointment blank, if possible, before the first of June. The principal of the high school should certify to the successful completion of the required high school course and the district or city superintendent must vouch for the applicant's character. The blank is to be filled out and returned to the Principal of the normal school.

Before receiving an appointment the candidate must possess the evidence of proficiency mentioned above and must sign the following declaration, which is a part of the appointment blank:

"In consideration of receiving free tuition at a normal school, I hereby obligate myself to teach in the schools of the State of New York for a period of two years following graduation."

Applications for admission to the general courses should be filed as early as possible. Enrollment in all courses is limited to 750.

Time Required for Completion of Courses

General courses offered in the state normal schools are now three years in length. On or after September 1, 1936, a graduate of an approved curriculum for elementary school teaching offered by the state normal schools shall be awarded a diploma which shall entitle the holder thereof to a certificate to teach pursuant to the regulations of the Commissioner of Education in effect at the date of matriculation.

Graduates of training classes may complete the professional course in the normal school in two years on the following conditions:

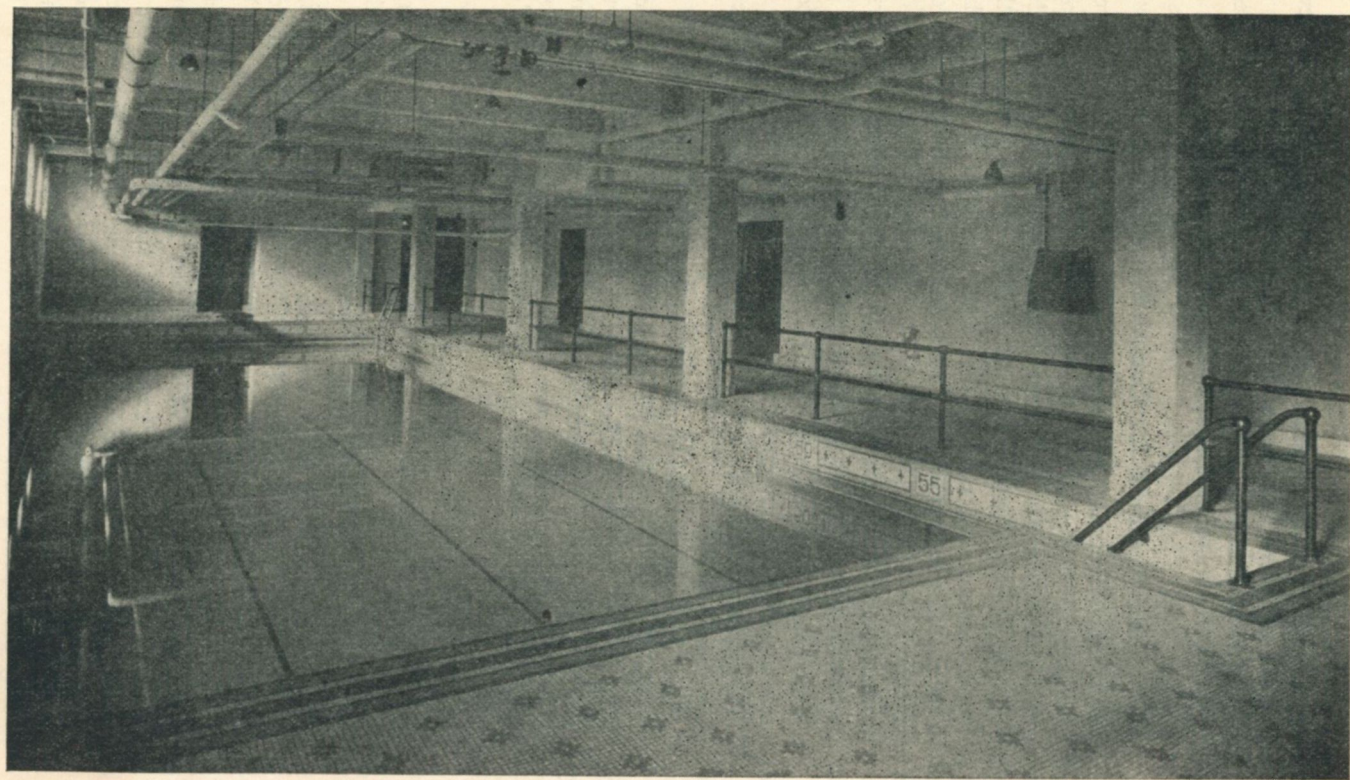
1. They must have entered the training classes on high school diplomas covering the minimum approved high school course;
2. They must have taught one year subsequent to completing their training class course;
3. They must possess the required aptitude for training.

The privilege of completing the course in two years is not granted to students who completed the training class work in the fourth year of the high school, receiving credit for their training class work on the high school diplomas, neither is this privilege granted to those taking the course in physical education.

Taxes

Two kinds of taxes are payable on the first day of the first semester. The first is \$10.00 and one half is paid directly to the Principal's secretary at the beginning of each semester. It is used to provide an entertainment course of unusual excellence, to furnish archery equipment for the use of all students, to purchase towels and to pay for the laundry of towels for the year.

The other tax is voted, collected and managed by the student organization. For the year 1933-34 it was \$11.00. It gives each student a ticket to all athletic games of the school and admission to all school parties where excellent professional music is provided. It makes each student a paid subscriber to the school's weekly paper and gives him a copy of the Senior Annual, a book that would ordinarily cost about \$4.00.



Swimming Pool

Swimming

Regular instruction in swimming is given to students of all courses. Those who finish the regular courses are required to pass a test in swimming before graduation. Cotton tank suits are required. These may be ordered at the time of registration.

Advanced Standing

Credit in any required subject duly certified from an approved higher institution may be applied on any course. Candidates who desire to transfer from other institutions must present certificates of honorable dismissal.

College graduates and graduates from two-year normal school courses are given the privilege of completing all courses except that in physical education in one year. College and normal school graduates may complete the course in physical education in two years. For exceptional training and aptitude the course may be further shortened.

Non-residents

Non-residents of the state are neither solicited nor encouraged to enter this normal school, but in exceptional cases, such persons as especially desire to do so, and who comply with the requirements for admission, may be admitted by special appointment of the Commissioner of Education upon paying in advance to the treasurer of the local board a tuition fee of \$100 per term of 19 weeks. The application for appointment should be made some weeks in advance in order to allow time for investigation of the candidate's qualifications.

Required Equipment for Physical Education—Men

The following regulation uniform is required for all men majoring in physical education: gymnasium trousers, regulation belt, three white cotton sleeveless gym shirts, long-sleeved crew neck light weight navy wool jersey, gymnasium shoes, dancing sandals, two dancing shirts (oxford, short-sleeved, open collar), blue coat sweater with departmental insignia, gray one-piece cotton tank suit and cap. Students will be measured for regulation equipment at the time of enrollment. The cost is approximately \$22.00. Money must accompany the order. With care, the uniform will last during the entire course.

Athletic equipment is required for all sports listed in the course. (See P. E. 13.) All men are urged to bring with them all personal athletic clothing and sport equipment such as tennis racket, baseball glove, skates, etc. Inasmuch as actual participation in all forms of athletics is required, proper equipment is essential. Archery is a required activity for which a small fee is charged to cover cost of equipment used. Golf will be required for at least the last two years. Golf enthusiasts will find unusually fine courses, with special student rates, in and surrounding Cortland.

Required Equipment for Physical Education—Women

The following uniforms are required of all girls majoring in physical education and will be ordered at the school at the time of registration, the approximate cost being \$35.00. Payment must accompany all orders.

For gymnasium work—a one-piece gymnasium suit of navy blue serge with white guimpe, long black cotton stockings and black gymnasium shoes.

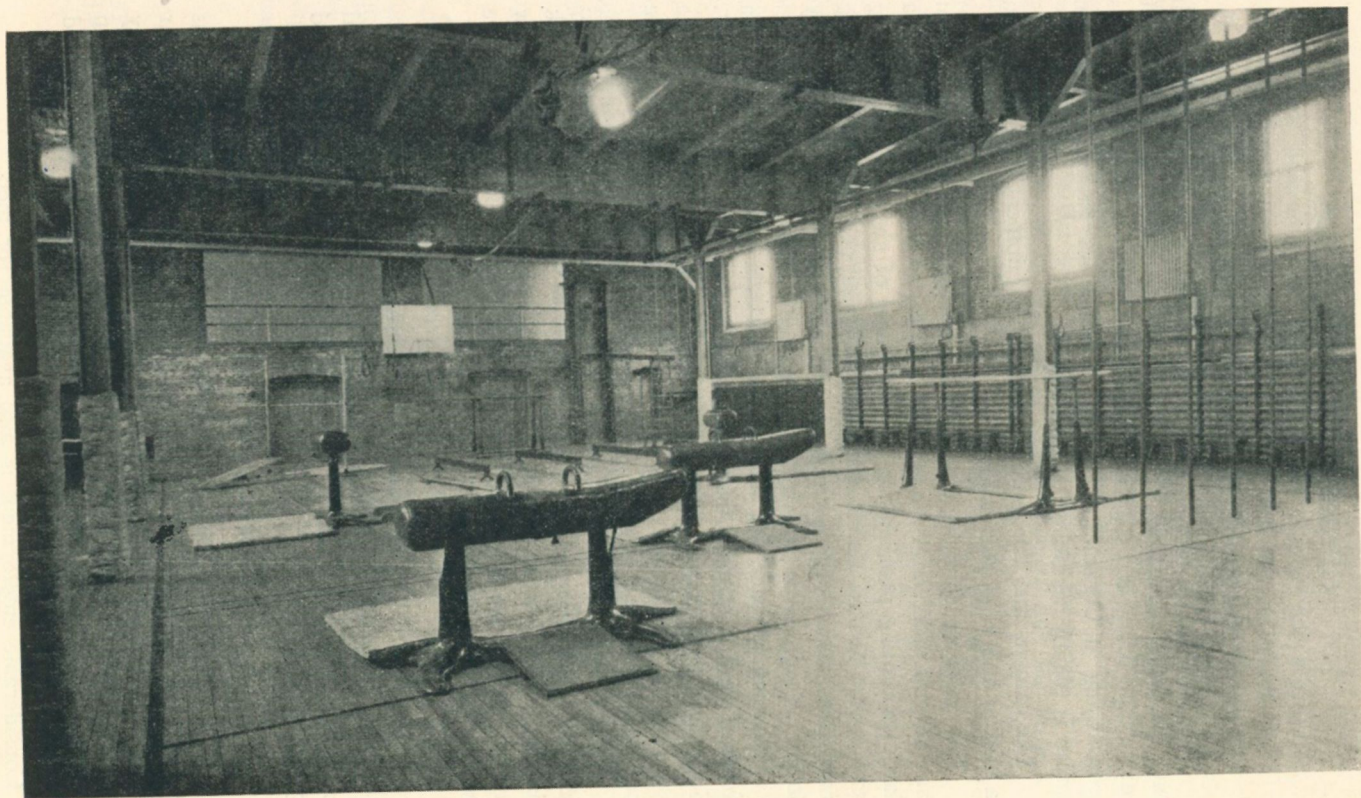
For dancing—a special costume for all except the freshmen.

For fall and spring athletics—a one-piece cotton washable suit, the color varying with the class, long tan cotton stockings, socks to match the suit, and sneakers.

For winter athletics—dark blue knicker bloomers and white blouse, black cotton stockings and sneakers.

For swimming—a one-piece gray cotton tank suit with skirt and swimming cap.

Athletic equipment is required for all sports listed in P. E. 13. All women should bring with them as much of the following equipment as they have, thus lessening the initial costs: tennis racquet and balls, field hockey stick (probably of medium weight), shin guards, skates, golf clubs, etc.



Gymnasium

GENERAL INFORMATION

The Building, Grounds and Equipment

The building of the Cortland Normal School is situated on a hill not far from the center of the city. It is located on a campus of more than thirty acres, giving a wonderful view of the seven valleys converging at Cortland. Toward Syracuse the valley for eighteen miles is plainly visible on a clear day.

The campus and the building, with its equipment cost more than a million and a quarter dollars.

The building contains a spacious gymnasium, a corrective room and several other large rooms well adapted to floor work. It has a large swimming pool and an unusual outfit of showers and dressing and locker rooms, also a special room equipped with hair drying machines. Each student will be provided with an individual day locker as well as an individual gymnasium locker.

Provision is made for five tennis courts, a quarter-mile track, a football field, a baseball diamond and a hockey field. Three out-of-door basketball courts are available. Plenty of room is available for outdoor gymnastics. All of the apparatus and equipment is the best obtainable and new and adequate in quantity.

Arrangements can be made for those who desire to take piano lessons, specializing in the music related to physical training, folk dancing, etc. For any such, piano practice rooms fitted with new upright pianos are available without extra charge. The only charge will be for the lessons.

Physical Examination

Before admission applicants must present evidence of physical examination by a physician. For this, regular blanks are furnished by the school.

Working for Maintenance

Quite a demand exists for women students to do miscellaneous work in good homes of the city. However, students in regular courses are advised to lengthen their course by one semester if they work for their maintenance. The hours required for the course in physical education are so long that students can not be recommended for such positions unless they will lengthen their course.

Considerable employment is also available for men.

Week-end Excuses

Permanent week-end and single week-end excuses are allowed on application, but it is strongly recommended that only occasional week ends out of town should be requested. Experience has shown that such trips frequently interfere both with the physical efficiency of the student and with the quality of the work done.

In general, students who spend their week ends in Cortland do better work than those who go out of town over week ends, when they lose some of the most valuable training that the school has to offer. The opportunities for many social contacts and for leadership which are considered of primary importance for the teacher are practically lost in the case of those who leave town week ends.

Transfers

On concurrence of the principals interested, students may be transferred from one normal school to another by the Commissioner of Education, for cause.

Text Books

The library is well supplied with reference books but each student furnishes his own text books. A book store is maintained by the school where text books may be purchased at reduced prices and used text books may be exchanged.

Literary Societies

There are six literary societies for young women and two for young men. They hold frequent meetings for the purpose of the individual improvement of their members in parliamentary practice, discussion, and literature. They are subject at all times to visitation by any member of the faculty, all meetings being held under faculty supervision. For these weekly meetings each of the girls' societies has its own sorority house.

School Parties

On Saturday evenings when the school is in session, the school gymnasium is open to students for pleasure and recreation under faculty supervision.

Location

Cortland is situated midway between Syracuse and Binghamton on the Delaware, Lackawanna and Western railroad. The Elmira and Cortland branch of the Lehigh Valley railroad, passes through the city. This road forms a junction with the Auburn division of the Lehigh Valley system at Freeville and with the New York Central railroad at Canastota. Through bus service from all directions is available.

Library and Reading Room

Students have access to a library and reading room supplied with well-selected bound volumes. The books have been selected with reference to the needs of each department of the school. Additions are made each year and great care is used in procuring such books as will be most helpful to the students who are training for the teaching service. The best magazines and periodicals—educational, literary, and scientific—as well as daily and weekly papers, are generally represented on the reading tables. The library is open nine hours each school day and two hours on Saturday. Students have free access to the shelves, and one of the librarians or their assistants are in constant attendance to aid students in finding the books to which they have been referred by the teachers. The aim of the librarian and teachers is to aid the students to cultivate a taste for good literature and to become familiar with the use of such books as will be most helpful to a teacher.

THE KINDERGARTEN

The department for training kindergartners consists of a large kindergarten 60 feet by 24 feet with a fireplace, a grand piano, an electric fountain, and furniture in gray to match the wood trim, with artistically decorated walls.

Another room, the same size as the kindergarten, is fitted up with playground apparatus for the use of the children in winter and stormy weather.

A specially equipped work room affords opportunity for all the different handwork activities.

Two piano-practice rooms, containing upright pianos, are provided for students who need special instruction and practice in kindergarten music. An accomplished pianist is in charge of this work.

Kindergartners will also receive instruction in management of small children on the playground.

Kindergartners are expected to avail themselves of other features of the school, such as the library, gymnasium and swimming pool.

The price of board averages about \$8 per week, including room. Rooms can be rented also for self-boarding; they are furnished or not as students desire; rooms can be rented for \$2.00 to \$2.50 per week, according to accommodations. Students can rent furnished rooms for \$2.50 per week with the privilege of cooking their food. There is no boarding hall or dormitory connected with the school. Six sorority houses with resident faculty members furnish superior living accommodations for about 175 girls. Two boys' fraternities also own their own houses. The cost of room and board is the same as in private homes.

Whenever practicable, students should reach Cortland the day preceding the opening of the term. On arriving, students should go directly to the Normal School if they desire assistance in securing boarding places.

Further information can be obtained by corresponding with the Principal.

HARRY DEW. DeGROAT.

	Kdg.-Prim.		Inter.		Gram.	
SUBJECTS	Minimum Recitations Clock Hrs. a Week	Credits (Sem. Hrs.)	Minimum Recitations Clock Hrs. a Week	Credits (Sem. Hrs.)	Minimum Recitations Clock Hrs. a Week	Credits (Sem. Hrs.)
<i>Semester I</i>						
Introduction to Teaching and Observation.....	3	2	3	2	3	2
Library Methods.....	1	1	1	1	1	1
Science.....	3	3	3	3	3	3
History of Civilization.....	3	3	3	3	3	3
Geography I.....	3	3	3	3	3	3
Written Expression.....	2	2	2	2	2	2
Art I.....	3	2	3	2	3	2
Penmanship.....	2	0	2	0	2	0
	20	16	20	16	20	16
<i>Semester II</i>						
Educational Psychology.....	3	3	3	3	3	3
Literature I.....	3	3	3	3	3	3
Health Education I.....	4	2	4	2	4	2
Oral Expression.....	2	2	2	2	2	2
Arithmetic I.....	2	2	2	2	2	2
Music I.....	3	2	3	2	3	2
Educational Biology.....	2	2	2	2	2	2
	19	16	19	16	19	16
<i>Semester III</i>						
Kindergarten Theory.....	3	3	0	0	0	0
Methods of Teaching History.....	0	0	3	3	3	3
Literature II.....	3	3	3	3	3	3
Methods of Teaching Geography.....	0	0	3	3	3	3
Methods of Teaching Reading.....	3	3	3	3	3	3
Health Education II.....	4	2	4	2	4	2
Art II.....	3	2	3	2	3	2
Art III.....	3	2	0	0	0	0
Special Kindergarten - Primary Methods.....	2	1	0	0	0	0
	21	16	19	16	19	16
<i>Semester IV</i>						
Principles of Education.....	3	3	3	3	3	3
Educational Measurements.....	3	3	3	3	3	3
Methods of Teaching Arithmetic.....	2	2	2	2	2	2
Children's Literature.....	3	3	3	3	0	0
Practice Teaching.....	5	3	5	3	5	3
Music II.....	3	2	3	2	3	2
Elective.....	0	0	0	0	3	3
	19	16	19	16	19	16

	Kdg.-Prim.		Inter.		Gram.	
SUBJECTS	Minimum Recitations Clock Hrs. a Week	Credits (Sem. Hrs.)	Minimum Recitations Clock Hrs. a Week	Credits (Sem. Hrs.)	Minimum Recitations Clock Hrs. a Week	Credits (Sem. Hrs.)
<i>Semester V</i>						
Specialized Psychology.....	2	2	2	2	2	2
Sociology.....	2	2	2	2	2	2
Music III.....	3	2	3	2	3	2
Technique of Teaching.....	2	2	2	2	2	2
Art IV.....	3	2	3	2	3	2
Practice Teaching.....	5	3	5	3	5	3
Modern European History.....	3	3	3	3	3	3
	<u>20</u>	<u>16</u>	<u>20</u>	<u>16</u>	<u>20</u>	<u>16</u>
<i>Semester VI</i>						
History of Education.....	2	2	2	2	2	2
Economics.....	2	2	2	2	2	2
Electives.....	4	4	4	4	4	4
Practice Teaching.....	10	6	10	6	10	6
Methods of Teaching Penmanship..	2	2	2	2	2	2
	<u>20</u>	<u>16</u>	<u>20</u>	<u>16</u>	<u>20</u>	<u>16</u>

The above courses of study are under process of revision and some changes will be made during the years beginning September, 1934 and September, 1935.

Two courses in rural education, each giving three hours credit, are offered during the second and third years. These are required of all general course students.

PHYSICAL EDUCATION COURSES

FIRST YEAR

First Semester

	Credit hours
Written Expression.....	3
History of Civilization.....	3
General Biology.....	4
Psychological Sociological Founda- tions of Education.....	3
Physical Education activities—Gym I	1
Recreative Games, Sports and Athletics—Freshman Practice...	1
Dancing I.....	1
Swimming I.....	0
Total	16

Second Semester

	Credit hours
Oral Expression	5
Modern World History.....	3
Advanced General Chemistry.....	3
Personal Hygiene.....	2
Physical Education Activities—Gym I	1
Recreative Games, Sports and Athletics—Freshman Practice...	1
Dancing I.....	1
Swimming I.....	0
Total	16

SECOND YEAR

First Semester

	Credit hours
English Literature.....	3
American History.....	2
Physiological Chemistry.....	2
Growth of Educational Theory and Practice	2
Health Protection.....	3
Observation and Participation....	1
Physical Education Activities—Gym II	1
Recreative Games, Sports and Athletics—Sophomore Practice..	1
Dancing II.....	1
Swimming II.....	0
Total	16

Second Semester

	Credit hours
Economics	2
Anatomy	3
Educational Biology.....	2
Growth and Development of the Child	2
Play and Games in Elementary Schools	3
Observation and Participation....	1
Physical Education Activities—Gym II	1
Recreative Games, Sports and Ath- letics—Sophomore Practice....	1
Dancing II.....	1
Swimming II.....	0
Total	16

THIRD YEAR

First Semester

	Credit hours
Sociology	2
Physiology	3
Specialized Psychology.....	3
Applied Anatomy.....	2
Physical Examination, Diagnosis and First Aid.....	3
Practice Teaching.....	1
Physical Education Activities—Gym III	1
Recreative Games, Sports and Athletics—Junior Practice.....	1
Dancing III.....	1
Swimming III.....	0
Total	17

Second Semester

	Credit hours
American Literature	3
Educational Tests and Measure- ments	3
Applied Physiology	2
Individual Corrective Exercises and Methods	3
Swimming Methods	2
Practice Teaching.....	1
Physical Education Activities—Gym III	1
Recreative Games, Sports and Ath- letics—Junior Practice.....	1
Dancing III.....	1
Swimming III	0
Total	17

FOURTH YEAR

First Semester

	Credit hours
Principles of Public School Organization and Administration.....	3
Philosophy and Principles of Education	3
Measurements in Physical Education	3
Principles and Methods of Health Education	2
Physical Education Seminar.....	1
Recreative Games, Sports and Athletics (Theory)	2
Practice Teaching	2
Total	16

Second Semester

	Credit hours
Educational Philosophy and Principles in Physical Education....	2
Organization and Administration of Physical Education	3
Organization and Administration of Intramural Activities.....	2
Physical Education Seminar.....	1
Practice Teaching	2
Electives	4
Total	14

	Credit Hours
<i>Electives</i> (Note a).....	8
Music (Appreciation).....	2
Art (Appreciation)	2
Pageantry and Dramatic Technique.....	2
Organization of Playgrounds and Recreation Centers.	2
Scout Leadership (men and women).....	2
Physical Education Seminar.....	2
Camping	2
Nutrition	2
Mental Hygiene	2
Dancing IV, Personal Technique and Applied Methods (Note b)	2
Educational and Vocational Guidance.....	2
Gymnastics IV, Personal Technique and Applied Methods (Note b).....	2
Dancing V and Gymnastics V, Practice of Advanced Personal Skills	0

A non-credit course in General Physics and also in General Chemistry, will be required of students who have not completed approved courses in these subjects in high school.

a At least 4 credit hours must be elected in non-practice courses.

b Three hours in "Personal Technique and Applied Methods" are required for 1 semester hour credit.

THE GENERAL COURSES

Introduction to teaching

This course is intended to acquaint the prospective teacher with the range of activities in the field of pedagogy, with the range of and with the requirements for teaching. The importance of adequate professional preparation for teaching cannot be emphasized too much. A survey of education, an analysis of teaching, and an evaluation of both should enable the student to choose intelligently the type of teaching service which seems to offer the greatest professional opportunity to the individual teacher concerned. A carefully prepared plan of observation in the practice school is used as an integral part of the survey and guidance features of the course.

Educational measurements

The aims of this course are (a) to "give the students an intimate knowledge of one or two tests in each of the major subjects," (b) to "give training in the use of simple statistics for the handling of test data," (c) to "show how test results can be analyzed and used to suggest methods of teaching," (d) to "work out a method of sectioning classes into ability groups," and (e) "to give training in the construction of objective tests for informal examining." It is arranged that this course accompany or precede responsible room teaching.

Educational psychology

This course is an introduction to psychology and aims to develop in the student an objective and understanding attitude toward children and toward himself. Topics included in the course are: Individual Differences, Native Equipment, Efficiency, Emotions and Urges, with special emphasis on the psychology of learning and its basic relation to teaching.

By means of this course, it is intended that the student will be better able to understand (1) children, (2) the learning process and (3) himself, and throughout the course, mastery of the subject matter of psychology is looked upon as a means to that end rather than as an end in itself.

Principles of education

This course in the Principles of Education integrates the conclusions of the study of Psychology, Sociology, Culture History, History of Education, Biology, Health and Hygiene, Industry, Art, Methods of Teaching and Technique of Teaching into a unitary system of thought pattern which will vitalize the specific aims and performances of the teacher and enable him to see his work in truer perspective as related to a dynamic social order, to the needs of the community, to his fellow workers and to the present and prospective needs of his pupils and himself.

The course in the Principles of Education leaves the teacher with a wider vision of the nature of education in its relation to social progress and civilization. In consequence it leaves the teacher with a fuller consciousness of the importance and dignity of education which will bring in its train a quickened professional consciousness and greater loyalty to the profession and its aims.

Technique of teaching

The course begins with the formulation of a general statement of the meaning and function of education and the development of the fundamental principles of teaching-learning processes. Consideration is then given to the application of these principles to the work of the classroom, including the problems of control, the selection and organization of subject matter, the planning of different types of lessons and classroom activities and the various techniques involved. The work is correlated closely with the work in practice teaching and illustrated by observation of types of lessons in the laboratory school. There should be differentiation so far as possible for three divisions of the elementary school. Prerequisites: Introduction to Teaching and Observation; Elementary Psychology.

History of education in the United States

General Outline:

- 1 Value and Meaning of History of Education
- 2 The Pre-American Period
- 3 The Colonial Period
- 4 Naturalism in Education
- 5 Democracy in Education 1789-1850
- 6 Scientific Development of the Educational System 1850-1890
- 7 Education During the Present Period

Chief Objectives:

- 1 A conception, on the part of the prospective teacher, of education as a device for preserving and improving civilization, broadly cultural and social in content and design.
- 2 A consciousness of the evolutionary character of all movements and the potentiality of voluntary social evolution.
- 3 A critical social attitude with the ability to evaluate present tendencies to the end of shaping contemporary programs and directing future educational effort.

In organization of the course the aim is to make it functional instead of merely informational, and cultural rather than technical in basis. The psychological need, intrinsic interest in life situations, is satisfied through the emphasis placed on contemporary problems, human and social values, and leadership related to particular movements.

To prepare the student to meet such a social need, to make him an educator in the broadest sense through a presentation of the psychological, the philosophical, and sociological phases of the subject, the present course in History of Education in the United States is designed.

Rural Education I

This course is designed to cover such outside factors and problems as contribute to the successful organization and administration of the rural school.

Rural Education II

This course aims to give a command of acceptable principles of organization and technique of teaching in a one-room rural school, with emphasis placed on the unit plan of teaching as suggested in the State Curriculum Bulletins 1 and 2.

Kindergarten theory and methods

This course is proposed for the student who wishes to specialize in the field of kindergarten teaching. There is an extensive and important literature regarding the fundamental principles upon which infant education is founded. Because of the importance of the right kind of a beginning in the educational process, it is desirable to offer one course which will thoroughly ground the student in the basic theory underlying this field of work and which will enable him to see the field of kindergarten education in relation to the life of a child before and to the school life following.

Written expression

One of the chief aims in the teaching of written expression is the formulation of habits of writing that will enable the individual to express his thoughts accurately, clearly, and definitely. Those who attempt to teach young people to write in accordance with this aim must not only themselves be able to write with a fair degree of accuracy, clearness and definiteness, but must have some standards that they can apply easily to the compositions of their students. This course in written expression includes then, not only practice in writing, but also practice in evaluating composition work in accordance with the standards that have been established.

Oral expression

Oral expression is a form of English that presupposes not only the ability to compose accurately and clearly, but also the skill to express thought so effectively as to mean something definite to those who are listening to what is being said. Prospective teachers of young children know how to organize their thoughts and to express them effectively from the standpoint of clearness and utterance, normal pronunciation of words used and definite organization of the material. In addition, they should be able to criticise constructively rather than destructively the oral expression of their students in accordance with certain definite standards that they have built up in them. A course in oral expression should afford opportunity not only for practice on the part of the individual in the expression of his ideas, but more than that, in the evaluation of the ideas expressed by others with special emphasis on the constructive criticism given. The expression of the individual is often times marred by some defects of articulation or pronunciation or some peculiarities of speech. It is a part of the duty of the instructor in oral expression to discover what the special needs of the individual members of

the class are in these respects and to prescribe such remedial measures as may be followed by the individual in the correction of his speech defects.

Literature I and II

This course is divided into two parts, Literature I for first year students, and Literature II for second year students. It is planned not for those who are to become specialists in English but rather for future teachers in the elementary schools who should have a genuine appreciation for and interest in good literature, for use in their classrooms and for the enriching of their own lives. If students are to continue to read good literature after graduation, their interest in it must be stimulated during college years. It is the business of this course chiefly to provide such stimulus, by introducing the student to the leading types of literature, by acquainting him not only with the masterpieces of world literature from the past but also with the work of important contemporary writers, and by furnishing him with at least the beginnings of literary taste and standards of judgment.

The work of the first semester is devoted principally to narrative forms of literature: epic, ballad, miscellaneous narrative poetry, biography and letters, the novel, and the short-story; that of the second semester to drama, lyric poetry, history and the oration, and the essay.

Library methods

A study is made of the up-to-date school library, of library tools, such as the Card Catalog, the Readers Guide, etc., of the most important reference books both on general and on special subjects. Aims to teach the student to use the school library and any library intelligently and without waste of time. Students get practice in finding the answers to questions similar to those which come up later in their other studies. Attention is also called to the student's reading and suggestions are made for using leisure time in reading interesting books. The course ends with the making of a bibliography which must include a variety of sources.

Reading methods

A This course is designed to give the student teacher an understanding of the underlying principles and purposes in the teaching of reading to the Primary Grades; an evaluation of the materials and equipment necessary to attain these purposes; and a beginning in the necessary skills.

B This course is for the intermediate grades and for the junior high school. The work covers a discussion of the importance of reading as a school subject in the light of recent educational investigation and experimentation. Some of the topics chosen for discussion are as follows: Principles underlying the teaching of oral and silent reading; appropriate reading materials; the growth of the vocabulary; relation between teaching reading and teaching how to study; standardized and informal tests; etc.

In both courses the differences in the silent reading activities, in respect to aims, materials and technique, between the work type and the recreatory type are clearly drawn.

In the work type certain skills are stressed which enable pupils to comprehend the essentials of material given to them for reading or study.

In the recreatory type, the chief aim is to have pupils enjoy the literature which is recommended for reading. To bring this about, prospective teachers must analyze the interests and needs of children as members of society, and familiarize themselves with a body of literary material which will arouse the enthusiasm of their pupils. The necessity of considering a wide variety of material in order that individual needs may be met, constitutes an important principle underlying the choice of reading matter.

C A course in methods of teaching literature in the junior high school grades is combined with the general reading methods, where it is called recreatory reading. The chief objects of the course are to arouse in the prospective teacher a consciousness of the importance of developing in the children of these grades tastes and appreciation of literature; to acquaint the students with a body of material which will appeal to the needs and interests of adolescent children as members of society; to discuss methods whereby children may be brought in contact with a wide variety of reading material to be read rapidly rather than intensively; and finally to make a study of textbooks and children's anthologies in order that those who are to become teachers may influence effectively the reading of the children, towards the establishment of permanent interests and ideals leading to a broader view of the world in which the child must live.

Children's literature

The course includes a survey of literature suitable for children of kindergarten-primary and intermediate grade age, with a study of authors and illustrators. Stories from folk literature, modern fanciful and realistic stories and poetry are studied.

Every teacher needs to realize the importance of cultivating in children a love for good reading and the ability to read easily and without waste of time and energy. She must become familiar not only with what is best in children's literature but also must acquire a technic which will develop in children right reading skills, attitudes and habits.

Literature should be selected with a view to what is suited to different age interests of children and opportunities given to test such selection by telling and reading stories and poetry in natural situations.

Children are naturally creative. For this reason, the course aims to acquaint the teacher with ways and means to develop this latent power in the form of original stories and poems and various kinds of dramatic expression.

The history of civilization

A study is made of the more important constructive achievements of man that have affected modern civilization together with an appreciation of the sacrifices that have been wrought by past generations to secure present day freedom. The course will begin with primitive man and show how he developed slowly through the various stone ages and his specific part in the creation of civilization. In the study of the Mediterranean countries an opportunity is given to show the effect of geography and human nature on the progress of the race. Importance to American thought and progress of the problems rising among nations in other parts of the world is considered.

No attempt is made to present the progress of any country or race singly but rather to give those large movements that have affected mankind in general. Such a study should serve to unify the historical knowledge already possessed by the student and enable him to see history not as groups of unrelated facts pertaining to isolated countries but as the gradual progress made through the ages. The topics and their arrangement have been influenced by the work that the students will be required to present in their practice teaching, and this partially accounts for the importance given to the earlier periods in civilization.

Methods of teaching history

This course aims to develop a growth in historical mindedness and an appreciation of what past civilizations have contributed to our present social order in terms of culture, institutions and social procedures. Classroom discussions will include the aims and values of teaching history, various methods with their outstanding features and new types of testing. Practical applications of suitable methods will

be made, including the selection and organization of materials, the making of a bibliography, and the working out of various activities. The units of study outlined in the New York State Syllabus in history for the elementary grades will serve as the basis of work for this course. Special attention is given to the organization and interpretation of historic materials that show the foundation and development of the political, social, economic, religious and educational phases of our institutional life.

Modern European history

This course has been placed in the last year of the three year curriculum that it may furnish the background for the understanding of present international relations.

After a brief introduction the work begins with the nineteenth century and stress is laid on the social and political development which throw light on the present day European tangle. The course includes a study of the revolutionary movements with the reactionary periods in between; the gradual development of the more democratic control of governments; a comparison of the political development of England, France and Germany; the industrialization of Western Europe with its profound effects upon all classes of society; the development of class consciousness in the workers and the rise of various types of Socialism. Means of communication and the push of foreign trade are studied in their relation to the development of the great empires.

These lead to the intensification of nationalism and its concomitant international rivalry; also to the spread of European civilization throughout the world with the added strain of race differences. These forces lead to the World War in spite of greater efforts at world betterment and understanding than had ever been put forth before. The course concludes with a study of the cost of the World War to civilization and the attempts of the last ten years to restore the nations to a normal condition of progress. All thru the course an attempt is made to lead students to develop a questioning attitude toward current events, plans and problems.

Geography I

The chief purposes of this course are: (1) to present the modern point of view of geography as a study of the relationships between man and his environment; (2) to give the prospective teacher as firm a foundation of facts as time permits. The different types of environment are studied with emphasis on physical factors and their effects upon man's food, clothing, homes, tools, means of travel, occupa-



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tions, recreation and higher needs. The extent to which man is able to modify natural factors is also considered. Such parts of mathematical and physical geography are included as show a definite effect upon mankind. Field trips are conducted for the study of local geography, and the habit of interpreting current events in terms of geographic factors is encouraged. Visualization rather than mere recitation is demanded. Interpretation of maps, graphs, and pictures is given much importance. Relief features of the first and second orders, inland and ocean waters, soils, minerals, power, and climate are studied in detail. The relationship between geographic factors and selected political problems of national and international interest is presented.

Methods of teaching geography

The major topics of this course include a survey of the objectives of geography work in the grades, the changing conception of the significance of geography, the principles underlying the organization of elementary courses of study survey of available materials and methods of using each, special methods, kinds of lessons, devices for motivation, for conduct of lessons, for assignments, and methods of testing achievement. Many demonstration lessons are taught and discussed. Experience is given in making plans for various kinds of lessons to be presented to various grades. Wide reading of professional literature is encouraged. A survey of available texts is made; standards are set up for judging their merits, maps, globes, graphs, exhibit materials, supplementary literature and workbooks are similarly considered. Methods are presented from the standpoint of textbook organization: topical outline, type study, journey geography, problem solving; from the standpoint of regional unit vs. political; from the standpoint of psychological approach. Projects, supervised study, laboratory demonstration, discussion, argumentation lessons, dramatization, excursions, drill devices and correlations are presented in detail.

Economics

This course endeavors to give enough background of economic principles and practice to assist the prospective grade teacher in integrating her subject matter and in establishing correlations with life situations. The course includes a study of the operation of supply and demand, determination of market price, effect of competition and of monopoly, the financial structure of the United States, modern manufacturing and business organization, the economics of agriculture, distribution and consumption of wealth, the relation of government to business, government finance and proposals for reform.

Educational Biology

Educational Biology is a cultural course offered to members of the incoming class and is designed to equip the student teachers with scientific attitudes and backgrounds that will enable her to influence public sentiment to the acceptance and application of desirable biological principles; to furnish the student with biological standards for the evaluation of private and public actions in terms of racial betterment; to present to prospective teachers the essential principles, recent discoveries and most tenable conclusions in the study of living organisms and their reactions; to develop an understanding of the physiological foundation of behavior and of society, including human behavior and human society; and finally, scientifically to lay the anatomical and physiological foundations necessary to an intelligent study of modern psychology and modern education.

Elementary Science

Elementary Science is a revision and amplification of the course formerly known as Nature Study. It is designed to give the teachers in training an understanding of science which will enable them to understand the part science plays in modern life; to acquaint them with the subject matter in elementary school science and in methods of presentation at different grade levels, thus aiding them in meeting the teaching situation; and finally to give them a point of view concerning science which will make them forces in the progressive development of society.

Elementary Science classes meet three times a week for a semester. Lectures are given covering the main topics; considerable time is spent in library work which gives information in regard to details; a certain amount of field work is also required.

The method of presentation will be combination of lecture, class discussion, library research, special reports, and trips of inspection of manufacturing plants and similar institutions.

Educational sociology

This course attempts to analyze the social environment from which the child comes and that to which he goes as a means of determining educational objectives and methods. The following subjects are considered: the social personality of the learner, the creation of social behavior and attitudes by home, church, school, gang, immigrant group, etc.; the school as a factor in effecting changes in the social personality, changes in the social world demanding new educational procedures; interrelationships between the social world and school administration, curriculum, method and measurement.

Arithmetic I

This course comes early in the student's career in normal school and introduces him to the professional study of the subject matter of elementary arithmetic. This course gives the student a thorough understanding of the topics of arithmetic and a broad comprehensive view of their relation to everyday affairs. It also extends the student's knowledge in arithmetic materials that were not treated in the elementary school. In this course the student should develop an appreciation of arithmetic and its relation to the other branches of mathematics and to other school subjects. The course should emphasize correct habits of analysis and computation and should direct the student's attention to a professional consideration of the skills and difficulties involved in performing operations and solving problems. This course also gives and provides the student a teacher's overview of the whole field of elementary mathematics and provides a foundation for the methods courses that follow.

Methods of teaching arithmetic

A In the primary grades.

This course presents materials and methods for those students who are specially interested in teaching in the primary grades. It provides a basis for the evaluation of various methods and leads the student to develop his own methods of teaching arithmetic based upon sound educational theory and practice. This course acquaints the student with professional literature, with researches, investigations and studies in the field of primary arithmetic. The course also acquaints the students with testing and device materials and with textbooks, reference books and courses of study and gives the students some practice in using these materials. The course gives the students practice in developing a pupil activity into a worthwhile unit of learning. While it is the main purpose of this course to develop good primary arithmetic teachers who will continue to grow after they leave the normal school it is also necessary to give some professional attention to teaching in higher grades.

B In the intermediate grades.

The methods course for the arithmetic of the intermediate grades has for its central aim the development of good teaching procedures for these grades. Some consideration of methods for the related grades is also given

in this course. In this course students analyze the arithmetic of the intermediate grades and develop teaching procedures for the various topics. They consider the educational principles involved in teaching and learning and use them as the basis for organization and preparation of work preparatory to teaching. Provision is made for observation of lessons of various types. The two-fold emphasis of skill in computation and ability to teach is carried through the course. The students become acquainted with professional writings, testing and practice materials, and text and reference books and are taught the purpose and use of these materials.

C In the junior high school grades.

In this course students should develop mastery of the materials and methods of teaching arithmetic in the junior high school grades. They should also master such closely related topics in mathematics as are often given with the arithmetic in junior high schools. The student should become thoroughly familiar with topics of junior high school arithmetic and should know how to teach them. The student has opportunity to observe teaching in this subject and also has opportunity to prepare and evaluate lessons. The course acquaints the students with the professional literature, studies, practice and testing materials, text and reference books, and courses of study in this field. In general this course should teach students how to select, adopt and organize arithmetic materials and how to teach these materials efficiently and effectively to pupils of the junior high school grades. Attention is also given to the discovery and correction of faulty habits formed in lower grades.

HEALTH EDUCATION

This course aims to improve and maintain the health of the student teacher; to prepare her thru the laboratory methods to inspire in the child a wholesome attitude toward health and to make health work a vital part of the school room procedure; and to acquaint the student with the problems of the community in safe-guarding the people's health and well-being, and to show her own responsibility in the problems thus presented.

Health education I

The following general topics are considered in the course: personal cleanliness, nutrition, sleep and rest, the prevention of disease, exercise and community hygiene.

Health education II

The following general topics are considered in the course: hygiene of the special senses, safety and first aid, mental hygiene, health service and supervision, and a summary of health and physical education methods.

Art I

A general content and survey course presenting art as:

- (a) An indispensable factor in present social environment and in relation to general and elementary school education.
- (b) This course enables the student to acquire some skill in the use of the various media used in elementary schools.

Art II

A method course developing an understanding of the place of art in the child's education, and enabling the student to select the proper subject matter and make intelligent use of suitable methods of teaching for specific grades, as well as having standards for judging the child's attainment.

Art III

A course giving familiarity with different materials used by children in construction in three dimensions and with methods of teaching that will lead to creative activity and an appreciation of applied art in the industries and crafts of various peoples.

Art IV

One course selected, either A or B as best suits local conditions.

Course A. Art in Every Day Life. Time divided between a study of home furnishings and study of costume to gain discrimination, judgment and good taste in the purchase and use of articles, and as a teacher using art principles in her daily work with children.

Course B. Art Appreciation. A course in the history and development of the fine and applied arts.

Industrial arts

Unit I consists of statements relative to the methods used in classroom procedure. Unit II acquaints the student with underlying principles in the art work of little children, and considers such problems as the order of muscular development, psychological changes due to age, the importance of thinking in handwork, the problem of individual differences and the need for emotional stability. Unit III gives standards for the selection of art materials. Unit IV familiarizes the student with various methods used in teaching handwork to children. Unit V is a study of the common mediums of art expression, such as, clay, wood, paper, paint, crayons, textiles for weaving and sewing, and waste materials. In this unit, values, kinds, preparation for use, tools, development of technique, suggestive uses of the medium, suggestive lists of desirable learnings, and sources and prices are considered.

Music I

This course has for its Specific Objectives, teaching the correct use of the singing voice, developing a keen sense of pitch and rhythm, the ability to write what is heard, the ability to read music accurately with some degree of rapidity and to give the teacher a repertoire of rote-songs.

Music II

This course includes Methods of Teaching Music from the kindergarten through Grade VIII, employing the accepted standards of present day pedagogy, psychology, and principles of education.

The students observe good models of teaching, participate in short units of work, prepare suitable lesson plans and discuss the relationships between Music and the other courses.

Music III

This course endeavors to establish and maintain right attitudes toward good music, by providing a good musical background for constructive teaching, with an understanding of the relation of music appreciation to the aims of education.

Penmanship I

This is a non-credit course to develop skill in handwriting, not from a teaching viewpoint, but in terms of a learner's needs.

Methods of teaching penmanship

This course of study is planned to give the teacher in training: a knowledge of modern methods of procedure in teaching handwriting;

a knowledge of the application of psychological principles to the teaching of handwriting; the ability to formulate plans for individual and group instruction; an acquaintance with standardized scales in handwriting and practical training in the use of at least one scale with emphasis on remedial instruction; the habit of hygienic posture; habits of neatness and accuracy; the ability to write a legible product, easily and rapidly, in any situation.

ELECTIVE COURSES

The regional geography of North America

The regional geography of North America is selected because of the special need for a thorough knowledge of the home continent. Special consideration is given to the application of geographic principles discovered in previous courses. Emphasis is given to the fact that political boundaries do not often separate natural regions. Wide collateral reading is encouraged, and the working out of individual problems of special interest is expected.

Art V—Elective 40 hours

A course to develop more advanced technique and appreciation in one or more fields best adapted to interests of pupils and school needs, as:

- A Drawing for school publications, pen and ink or block printing.
- B Water color painting.
- C Stage costumes and scenery.
- D Creative work in one craft.

Music IV

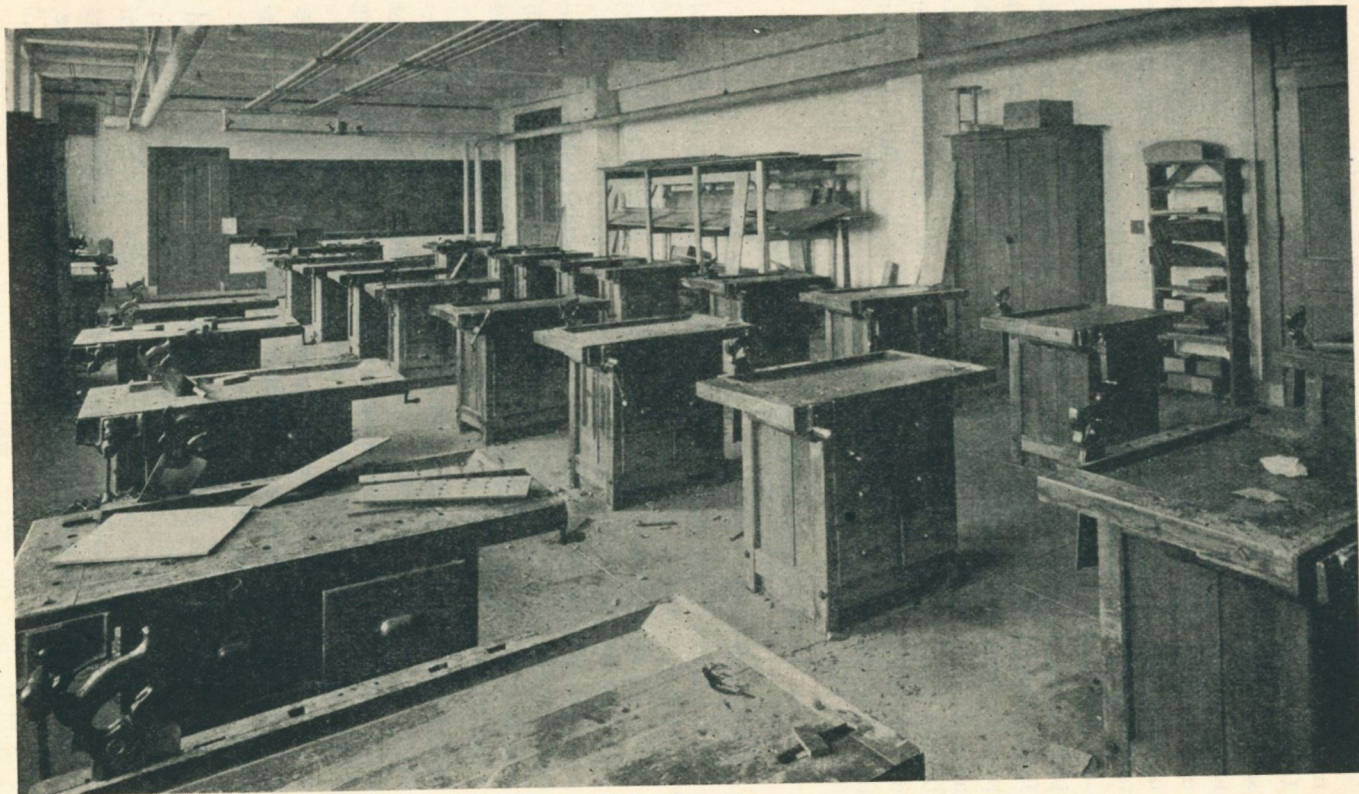
Music IV acquaints the student with instrumental responses including band activities, piano experiences, the construction of musical instruments, standards for the selection of instruments, music and records, and the method of presenting these experiences to children. Unit V presents miscellaneous music experiences as music excursions and the planning of concert programs.

Other elective courses in English, history, mathematics, science and domestic science may be specially arranged.

OBSERVATION AND PARTICIPATION

A student-teacher is assigned to responsible practice teaching only after he has had opportunity to observe and study good teaching.

The two great problems of the training school are the pupils' progress and the student-teacher's growth in skill.



Manual Training Room

Observation is closely articulated with the subject matter and methods courses and is made the link between theory and practice. In connection with observation there is ample discussion and the student-teacher is required to do appropriate reference reading and to prepare occasional lesson plans; also the student-teacher is called upon occasionally to teach a class under the direction of the critic in charge of the class. By this procedure the ability of the student-teacher to do independent teaching can be determined.

When the student-teacher begins independent teaching, lesson plans are required for every exercise. These plans are carefully revised by the critic and constructive criticism made. In practice teaching the student-teacher is thrown on his own resources as much as possible. At stated times the critic meets the student-teacher for the purpose of giving advice and criticism in the matter of discipline and other methods of school room procedure, based on the actual teaching of the student-teacher.

THE TRAINING DEPARTMENT

Aim. The aim of the training department is:

I. To conduct the work as nearly as possible along the lines of well-graded schools.

II. To enable the students in training to observe the work of skilled teachers.

III. To enable the students in training to acquire skill in teaching by putting into practice the principles of pedagogy that they have learned, and adjust their natural and acquired qualifications to the needs of the child and his development.

Organization. The training department consists of a kindergarten, the usual grades of the elementary school. There are over seven hundred children in the various departments of the training school giving splendid opportunities for the students in training.

The training school is in the immediate charge of a superintendent assisted by a special floor supervisor for each of the above departments, and more than twenty supervising and model teachers.

Observation. The students in training are required to spend, under close supervision and direction, and in connection with their work in theory, more than one hundred hours in observation of the children at work and at play, and of the work of expert teachers with the children in the various subjects of the elementary course.

The city of Cortland has recently transferred to the normal school an eight-teacher city school which is being used for purposes of observation and practice.

Teaching. All students in training are required to spend enough time in the actual work of teaching, or as much more as is necessary for them to show sufficient promise to justify their graduation, they having entire *charge of a grade for stated periods each day for at least ten weeks*. Approximately one-third of the practice teaching is done in rural schools.

The student in training is held rigidly responsible for the discipline, progress, and management of his grade.

No student in training will be graduated until he has proven his ability to teach and manage in a satisfactory manner the work of the schoolroom and has shown that his spirit and sense of responsibility are such as should characterize a teacher.

Types of Teaching. Opportunity is offered to students to observe and participate in the work of grades in some of which the formal type of program is presented, while in others the progressive program is used with units of assignment worked out through pupil activity.

PHYSICAL EDUCATION

The following four-year course is designed to prepare teachers of physical education for the elementary and secondary schools of New York State.

In connection with this program, unusual opportunities are offered for practice teaching in the public schools of Cortland, in several rural schools of one and two rooms, as well as in centralized schools, and in the Y. M. C. A. and Y. W. C. A. of Cortland, thus affording experience in organizing, teaching and coaching a wide variety of physical education activities.

The intercollegiate varsity program at Cortland offers many opportunities for developing the new educational policies in athletic competition. Faculty coaches are appointed for all varsity teams, but the students control and manage the athletics. Player control, at first an experiment, has become a definite policy for all sports. An extensive intramural program, providing a laboratory for the necessary student experience in participation, organization and control, ranks in importance with the varsity program.

Those interested in golf, horse-back riding, hiking and winter sports will find facilities for these activities at Cortland.

Written Expression Three credit hours

This course endeavors, through the medium of constant written and oral discussion and through the reading of good books (1) to encourage independent thinking and the organization of ideas into

composition units; (2) to train in the ability to express one's own thoughts or feelings clearly and interestingly; (3) to acquire a working knowledge of sentence form and the mechanics of writing; (4) to stimulate intellectual curiosity, and an interest in the reading of worth-while books.

Oral Expression Five credit hours

This course aims to develop in the prospective teacher correct and pleasing habits of speech. Emphasis is placed on the voice as an instrument to arouse and obtain effective response.

American Literature Three credit hours

An attempt is made to evaluate the prose and poetry of the United States through a study of representative men of letters and their work, and to interpret such work in the light of the social, economic, and cultural life and thought of which it is an expression. The course emphasizes the growth of a personal critical judgment and appreciation rather than the accumulation of historical data. Collateral reading and critical papers are required.

English Literature Three credit hours

The purpose and conduct of this course is similar to that of American Literature. The content is, of course, that of the ten centuries of the literature of the English people.

History of Civilization Three credit hours

This is a survey course of the ancient and medieval world. It aims to discover the peculiar contributions made by each of the ancient peoples, and to trace the development of the social and political institutions which were built into the national states of modern Europe. The professional viewpoint controls the selection and presentation of subject matter in order to help the student in evaluating historical evidence and in the use of reference material, charts, and maps. The course is designed to teach the continuity of history.

Modern World History Three credit hours

This course continues the work in the history of civilization. It begins with the industrial revolution and studies the growth of democracy, socialism, imperialism, and internationalism in the nineteenth and twentieth centuries.

American History Two credit hours

This is a survey course in American History. It traces the social and political development of the United States from the colonial times to the present. Special emphasis is placed on the development of political institutions and the growth of popular control in the functions of our national and state life.

Economics Two credit hours

This is a short course in economics for teachers. It aims to give a thorough grounding in economic principles and their application to practical problems. Consideration is given to problems of productive efficiency, money, wages, taxes, insurance and personal budgets.

Sociology Two credit hours

This course has two distinct phases—the cultural and vocational. Culturally, it aims to orient the student in the social world, to assist him in seeing certain of the more pressing social problems, and to help him formulate a social philosophy. Vocationally, the course aims to study the demands of modern society as affecting school curricula, method and administration.

General Biology Four credit hours

(Two hours lecture; six hours laboratory)

General biology is a lecture and laboratory course which includes a general survey of the plant and animal kingdoms and a detailed study of the major groups of animals with reference to their structure, physiology, development and relationships. Some general work on bacteria and fungi is included as a basis for later studies of disease prevention, personal hygiene, etc.

Educational Biology Two credit hours

Prerequisite: General Biology

Educational biology surveys this fundamental field with general biology as a background. Its objectives are the development of scientific attitudes toward educational and sociological principles and an understanding of the physiological foundations of behavior. The course covers coordination, origin of life, continuity of life, fertilization, development, inheritance, organic adaptation, descent with change, and biology and human welfare, and furnishes the scientific background for the applied sciences of the physical education curriculum, such as applied anatomy, applied physiology, etc.

Advanced General Chemistry Three credit hours

(Two hours lecture; three hours laboratory)

This course concerns itself with chemical theory and its practical applications, and includes such topics as elementary principles and practices in qualitative and quantitative analysis; fundamental principles of organic chemistry; characteristic groups, their reactions and recognition.

Physiological Chemistry Two credit hours

(One hour lecture; three hours laboratory)

Prerequisite: Advanced General Chemistry

This is a course involving the elementary principles and practices in the chemistry of carbohydrates and proteins, digestion, metabolism and excretion.

Personal Hygiene Two credit hours

This course is designed to teach the fundamental of hygiene so that students may learn to safeguard their own health as well as the health of those with whom they come in contact.

Some of the major topics are: The health problems of a Normal School or College; The factors influencing health; The relation of bacteria to disease; The specific prevention of certain diseases; The relation of disease to the various organic systems making up the body.

General Human Anatomy Three credit hours

(Two hours lecture; three hours laboratory)

The purpose of this course is to present the gross anatomy of the human body so that an anatomic knowledge basic to a thorough understanding of the mechanical problems in gymnastics, athletics and corrective gymnastics is presented. By means of lectures and laboratory a thorough study of the bones, ligaments, muscles, and the circulatory system is given.

General Human Physiology Three credit hours

(Two hours lecture; three hours laboratory)

Following applied anatomy or the study of structure, physiology concerns itself with the functions of the human body. Nervous, respiratory, digestive, circulatory, excretory, reproductive and glandular systems are analyzed in lecture, discussion and laboratory. Integration and interrelationships of functions are stressed as the foundations of kinesiology and the more detailed study of the effects of exercise, in physiology of activity.

Psychological and Sociological Foundations of Education

Three credit hours

This is an introductory course in psychology involving educational and sociological applications. Some of the major topics are: Nature of psychology; Biological foundations of mental life; Types of behavior; Consciousness; Sensations; Emotions; Habits; Mental processes; Motivated conduct. The primary purposes of this course are: to improve one's understanding of his conscious life; to increase the student teacher's understanding of the mental life of the child; and, to enlarge the student teacher's conception of the basic principles of effective learning. The course involves observations, experiments, self-analyses, readings, and lectures.

Specialized Psychology Three credit hours

This is an advanced course in psychology which is designed for teachers of various grade levels of children, such as teachers of adolescent boys and girls, and teachers of primary school children.

The objectives of the course deal with the mental life, and the behavior problems of both the typical and atypical child. The entire course deals with the psychological and sociological aspects of the educational life of the child.

Among the topics included are: The biological aspects of behavior peculiar to the age of child being studied; Sociological origin of individual and group conduct; Child conduct problems; Normal mental hygiene.

Typical case studies will constitute a fundamental part of the course.

Growth of Educational Theory and Practice

Two credit hours

The chief aim of this course is to enlarge the teacher's philosophy and understanding of the more effective educational practices of our time.

Present-day educational theory and practice will be studied as outgrowths of biological, psychological, and sociological causes. The conservative and progressive theories and practices of today will be studied as mirrors of the past and the future, but primarily as expressions of the needs of the present.

The literature of the course is predominantly current.

Philosophy and Principles of Education

Three credit hours

(As applied to Physical Education)

After a brief survey of the philosophy and principles of general education, some of the major topics considered are: (1) The history of physical education; (2) Orientation of physical education in the field of general education; (3) Objectives of physical education; (4) Interpretation of physical education in terms of its contribution to the health, social and cultural development of the child, as well as to the adult.

Principles of Public School Organization and Administration

Three credit hours

This course is designed to develop an overview of the policies of public school organization and management, and an appreciation of the responsibilities and relationships of the personnel of the school system.

Some of the principal topics of the course include: School personnel and their professional relationships; Professional duties of the various types of school workers; Relationships of the school personnel to the public; Nature of professional faculty meetings; Function of the parent-teacher association; Financial support of education; Nature and sources of educational control; Salary schedules; Employment and improvement of teachers; Progressive principles of public school organization and control.

Candidates for this course should be mature, and with established interests in types of school work.

Educational Tests and Measurements

Three credit hours

The desired outcomes of this course are to develop student acquaintance with the more fundamental principles and techniques involved in modern standard, and informal objective measurements of education and educational equipment.

The topics of the course deal with: Nature and universal application of measurement in human endeavor; Functions and limitations of grade marks in the administration of schools; Lack of uniformity in evaluating pupil work; Educational functions of tests; Types and uses of scores in educational measurements; Nature and function of graphic portrayal of educational data; Making and conducting the educational measurement program for a group of pupils;

Criteria of a good test; Criteria for instructional grouping of pupils; Construction and use of new-type tests; Nature and use of statistical measures of central tendency, deviation, and correlation.

The course is designed to be adapted to the special needs of the students involved. The method of the course is largely of a laboratory nature, using data from affiliated schools.

Growth and Development of the Child

Two credit hours

This course traces the growth and development of the child.

It considers such topics as: (1) The physical, mental, social and activities' characteristics of each growth period; (2) Conditions necessary for optimal development; (3) Undesirable conditions and their effects upon growth and development; (4) The function of physical activity throughout the entire period of growth; (5) Individual differences.

Educational and Vocational Guidance

Two credit hours

While all first rate teaching involves aid in personal adjustments, schools need specialists in the educational and vocational guidance of pupils in the social complexities and vocational anticipations experienced in the upper grade levels of school work. This course is especially designed for teachers interested in pupil personnel work. The units of the course involve: Occupational life of a community; Requisite personal and educational equipment for various occupations; Origin and importance of child educational and vocational interests; Influence of the home upon educational and vocational interests; Nature and importance of pupil personality trait tests; Principles and techniques of child guidance; Nature and extent of vocational education in America; Nature and extent of vocational shifts; Aids in effective vocational placements.

This course is conducted by means of individual studies, surveys, experiments, reading, and lectures.

P. E. 1 Educational Philosophy and Principles in Physical Education

Two credit hours

Prerequisite: Philosophy and Principles of Education.

This course aims to apply the philosophy and principles of education to curriculum construction, State program and syllabus, and to make practical presentation of programs differentiated for elementary, junior and senior high schools.

P. E. 2. Principles and Methods of Health Education

Two credit hours

Following a survey of the principles of health education, their history, development and present status, a detailed study is made of the actual methods applicable in the school situation and consistent with the principles adopted. The provision of wholesome surroundings, an atmosphere of ease and enjoyment, opportunities to learn by doing, and all the precepts of good mental hygiene are stressed as fundamental in the improvement of a child's adjustment to life.

P. E. 3**Health Protection**

Three credit hours

Covering material not included in other health courses, namely the hygiene of the child, the school, the curriculum and the community, health protection attempts to coordinate the various branches of health responsibility and relate them to the teacher-child-school situation, and to the field of physical education in particular.

P. E. 4**Applied Physiology**

Two credit hours

Prerequisite: General Human Physiology

This is a study of the physiological changes taking place during physical activity. The course deals with the general effects of exercise on the respiratory, circulatory, nervous and digestive systems, and the coordinated changes in these systems.

P. E. 5.**Applied Anatomy**

Two credit hours

Prerequisite: General Human Anatomy

This course deals with joint and muscle action as a basis for analyzing any type of physical activity. The action of muscle groups as related to other groups is particularly noted.

P. E. 6 Physical Examination, Diagnosis and First Aid

Three credit hours

A course dealing with the preparation and methods of physical examinations, records, normal conditions, signs of abnormalities, important symptoms and common diseases of children, as well as useful personal first-aid work. The purpose of this course is to teach the student in physical education how to differentiate between the normal and abnormal conditions of the human body so that he may cooperate intelligently with the school and family physicians.

P. E. 7 Measurements in Physical Education

Three credit hours

Prerequisite: Educational Tests and Measurements

A course designed to cover (a) history, development and function of measurement in physical education (b) review of elementary statistical procedures applicable to the field of physical education (c) aims and accomplishment of outstanding measures of health, skills, senses, knowledge and character with special emphasis on the strength tests as a measure of physical efficiency (d) a practical measurement program including test construction, administrative procedures, classification of pupils, analysis of individual needs and the measurement of results. Laboratory work in testing technique and experience in testing will be required.

P. E. 8 Individual Corrective Exercises and Methods

Three credit hours

This course is designed to include the study of abnormal body adjustments that come under the care of the teacher of physical education. Care is taken to discriminate between the cases the educator can treat and those he should refer to the medical man.

The course attempts to aid the student in discovering the cause, prevention and treatment of conditions that will yield to corrective treatment.

P. E. 9 Organization and Administration of Intramural Activities, Field Days and Play Days (Women)

Two credit hours

Following a survey of the history, present trends and principles of intramural activities, this course considers (1) Aims and objectives of the afterschool laboratory period and its relation to the inschool instructional period; (2) Leadership; Facilities; (4) Activities and programs; (5) Equalization of competition; (6) Student control and management; (7) Play days; (8) Field days. Opportunity will be given in planning and conducting the school intramural program.

Organization and Administration of Intramural Activities, Field Days and Play Days (Men)

Two credit hours

The course considers the problems of the intramural program in the centralized and rural field, village and city school. Among the

topics considered are (a) Aims and objectives of the afterschool laboratory period; (b) Leadership; (c) Facilities; (d) Activities and programs; (e) Classification; (f) Equalization of competition; (g) Student control and management; (h) Financing the intramural program. Opportunity will be given for actual practice in participation, control and management of the school intramural program.

P. E. 10 Organization and Administration of Physical Education in Public Schools

Three credit hours

The purpose of this course is the organization and the administration of programs of physical education in rural, centralized, village and city schools. After a survey of the scope of the fields of health and physical education and the functions of the teachers of physical education, a study is made of the qualifications of a successful administrator and his relation to other departments; the best methods of administration; the use of tests, examinations and measurements in classifying children; schedules for both the instructional periods and the afterschool programs; teacher load; methods of securing and measuring results; construction, equipment and care of the physical education plant; supervision; and general administrative problems.

P. E. 11 Physical Education Activities (Gym I, II, III)

Six credit hours

1. Freshman practice. (Gym I)

Two credit hours

A course specifically designed to teach personal technique in marching tactics, calisthenics, mimetics, developmental corrective exercises, hand and heavy apparatus, self testing and dual combat stunts and pyramids. A wide variety of skills will be presented in definite progression. Minimum standards of accomplishment in skills will be required. Special non-credit courses will be required for those unable to pass minimum requirements.

2. Sophomore theory and practice. (Gym II)

Two credit hours

Theory: A course designed to analyze activities for elementary grades, and special methods in teaching with emphasis upon progression.

Practice: Continued emphasis on development of personal technique, advanced minimum standards of accomplishment in personal skills required. Graded elementary programs, and applied methods of teaching with some opportunity for practice teaching.

3. Junior theory and practice. (Gym III) Two credit hours

Theory: A continuation of Gym II theory with emphasis on evaluation, selection and adaptation of activities for junior and senior high school.

Practice: Continued emphasis on personal technique; higher minimum standards of accomplishment in personal skills required. Special emphasis on secondary graded programs, applied methods of teaching and some opportunity for practice teaching.

P. E. 12 Play and Games in Elementary Schools

Three credit hours

A. Theory—two credit hours

This course deals with the nature and function of play, and with the graded curriculum adapted to different age levels. It discusses such topics as the physiological, biological and psychological bases of play as an aid in interpreting various play theories, the complexity of the play phenomenon, the emotional tendencies exercised in play, the values of play throughout the entire growth period of the child and the benefits to adults.

B. Personal Technique and Applied Methods—one credit hour

This course aims to present a wide variety of games for the elementary grades, suitable for classroom, gymnasium and playground. It discusses methods of presentation and furnishes opportunities for teaching these activities.

P. E. 13 Recreative Games, Sports and Athletics in Secondary Schools (Women)

Eight credit hours

The major objectives of this course are the acquisition of skill in a wide variety of athletic games suitable for secondary schools of various sizes, and the desirable methods of teaching and motivating these activities. In addition to the activities listed below, when weather permits winter sports are also introduced.

A. Freshman practice. Two credit hours.

Freshman practice aims to develop personal technique in individual athletic events and the fundamentals of hockey, soccer, basketball, volleyball, speedball, baseball, tennis and archery. Lead-up games for each of these sports are emphasized.

B. Sophomore practice. Two credit hours.

In the sophomore year, an effort is made to increase the development of skill, especially in team play, of the freshmen sports, and more highly organized lead-up games are introduced.

C. Junior practice. Two credit hours.

In the junior year emphasis is placed upon advanced technique of fundamentals and team play as well as methods of and practice in officiating. Golf is introduced in the junior year.

D. Senior theory and practice teaching. Two credit hours.

Included in this course are the theory, practice teaching and coaching of each of the sports, as well as a study of the present trends in girls' athletics and the philosophy and principles involved in organizing and administering the athletic program for secondary school girls.

Recreative Games, Sports and Athletics in Secondary Schools
(Men) Eight credit hours

This course aims to develop personal skill in and acquaintance with a wide variety of activities for secondary school situations. It will include recreational and lead-up games, individual athletic events and sports, and the highly organized team games. Special attention will be given to practice in the fundamentals, team play, applied method involved in secondary instruction and the theory of teaching these activities.

A. Freshman practice. Two credit hours.

Development of personal technique in the fundamentals of football, soccer, speedball, volley ball, basketball, boxing, track and field, baseball, lacrosse, tennis, archery. Recreative and lead-up games to the highly organized athletic games will form a major part of this course.

B. Sophomore practice. Two credit hours.

Increased development in personal skill with the shifting emphasis on team play, offensive and defensive systems and competitive team play. The activities listed in A will be continued with wrestling replacing boxing.

C. Junior practice. Two credit hours.

Continued practice in personal technique of fundamentals and team play of activities covered in the two previous years. Instruction and practice in officiating and special emphasis to be placed on methods of instruction suitable to secondary situations. Golf to replace lacrosse.

D. Senior theory and practice teaching. Two credit hours.

Theory and practice in athletic coaching of each sport, officiating, organization and administration of varsity athletics, problems and policies of secondary school athletics.

P. E. 14	Dancing I, II, and III	Six credit hours
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These courses aim toward the recognition and use of the dance as an important instrument or method of education.

A. Freshman dancing. Two credit hours.

This course aims to develop the inherent powers of rhythm through understanding of the dance and participation in its many phases. It will include a study of the use of music in dancing; recognition and use of primary note and tempo values; the making of original note and dance patterns. Personal skill will be developed through thorough practice in the fundamental steps which are common to all types of dancing. Total-body movements are stressed throughout the course giving individual health, poise, confidence, and skill.

B. Sophomore dancing. Two credit hours.

This course will continue to develop the dance as a creative instrument, and methods of using this activity as an educational force in the public schools will be stressed. Material will be drawn from the many fields of dancing which bring a rich cultural heritage from the races and peoples of the world.

C. Junior dancing. Two credit hours.

This course will include further study of methods. It will offer a study of the history of music and dancing; and will give practice in the construction and use of percussion instruments. Advanced dances to challenge individual ability will be included, and a wide range of material from all types of dancing presented.

P. E. 15 Swimming I, II, and III Two credit hours
(Women)

Swimming I and II are non-credit personal technique courses with specific skill requirements.

Swimming III. Prerequisites: Swimming I and II.

This course considers the theory and applied methods of teaching swimming and life-saving.

Swimming I, II, and III (Men)	Two credit hours
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Swimming I and II are non-credit courses. These consist of instruction and practice in passing specific minimum requirements.

Swimming III. Theory and special methods of teaching swimming and life saving.

Note: Swimming I and II are prerequisites to Swimming III.

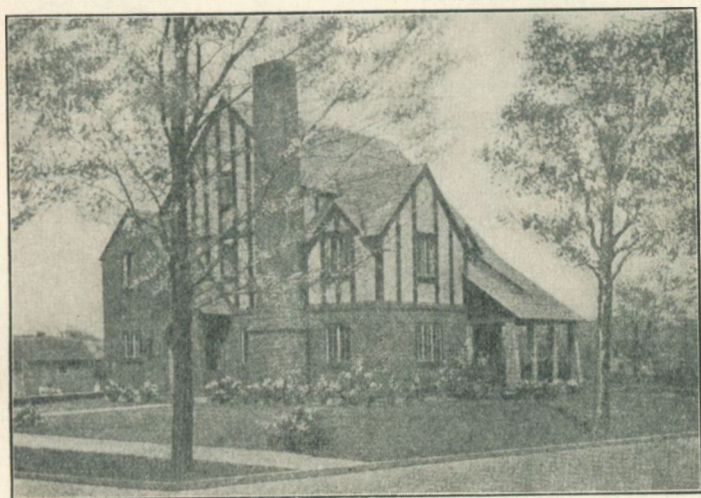
SORORITY HOUSES AT CORTLAND NORMAL



Agonian



Nu Sigma Chi

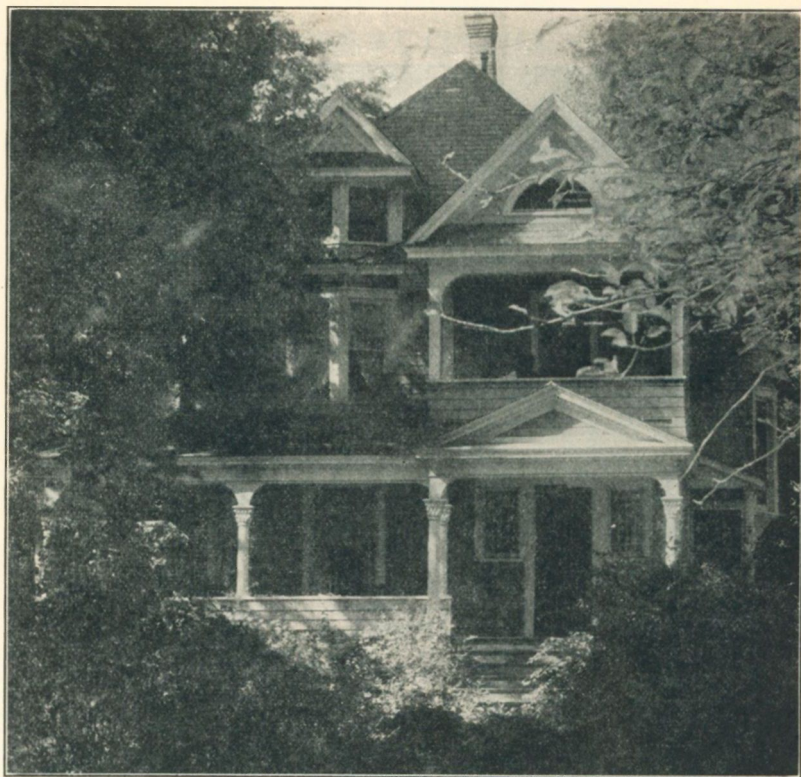


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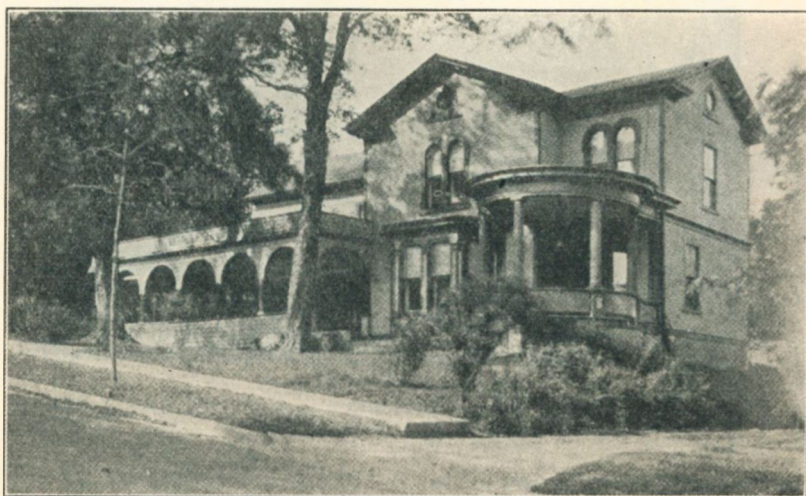


Arethusa

FRATERNITY HOUSES AT CORTLAND NORMAL



Beta Phi Epsilon



Clionian



Kappa Kappa Kappa House



Theta Phi House

At Commencement each year all graduates
take what is known as

THE CORTLAND PLEDGE

I now publicly declare my faith in boys and girls. I will always by my practice endeavor to set forth the life that I would have those live whom I desire to influence. I will exalt truth and honor, I will despise meanness and deceit.

I will endeavor to pity and encourage the weak, and to inspire the strong. In word and thought and act I will strive to be charitable to others. I will be loyal to my superior officers and to my associates.

I will strive to be courageous, temperate, persevering, patriotic and true. I will with all my power try to treat the children entrusted to my care as considerately as I would have others treat my own brothers and sisters.

Lastly, I solemnly promise that all my efforts will be directed toward making each day's work a little better than that of the day before.

